

SCHOOL PSYCHOLOGY REVIEW

CUMULATIVE INDEXES 1979-1985

Volumes 8 through 14

This cumulative index of *School Psychology Review* articles and authors covers content in Volumes 8 through 14 or publication years 1979 through 1985. The index has three parts: (a) an Author Index, (b) a Subject Index, and (c) a Title Index. The Author Index is arranged alphabetically within a given year. All authors regardless of authorship order on an article are included. In the preparation of the Subject Index, every effort was made to identify logical and useful categories that could be used to sort and access the subject matter contained in the past seven volumes of the *Review*. The Title Index contains all of the titles of articles, book reviews, and test reviews. Editor's and guest editor's comments which usually accompany each issue of the *Review* were not included in the Title Index.

Timothy L. Turco
Mary B. Von Brock
Louisiana State University

AUTHOR INDEX

1979

- Agin, T. C., *8* (2), 187-192
Anger, J., *8* (2), 140-152

Bahlung, E. F., *8* (1), 133-136
Bair, R., *8* (3), 291-295
Balow, B., *8* (4), 348-354
Bardon, J., *8* (2), 162-167, 181-185
Barkley, R. A., *8* (4), 412-425
Barnett, D. W., *8* (3), 248-256
Bauman, M. K., *8* (3), 257-270
Berk, M. R., *8* (1), 122-124
Brown, D. T., *8* (2), 168-173, 183-185
Brown, F. G., *8* (1), 37-46; *8* (2), 213-218
Burland, S., *8* (4), 426-433

Catterall, C., *8* (2), 199-201
Clarizio, H. F., *8* (1), 79-88; *8* (2), 207-209;
 8 (4), 434-445
Couch, J. V., *8* (3), 339-343

Davis, R. A., *8* (1), 128-132

Edelbrock, C., *8* (4), 355-369
Elardo, R., *8* (3), 311-318

Fagan, T. K., *8* (1), 116-118; *8* (2), 224-231;
 8 (3), 327-329; *8* (4), 455-460
Farling, W. H., *8* (2), 140-152
Fiqueroa, R. A., *8* (1), 28-36
Forcade, M. C., *8* (3), 248-256

Garber, H. L., *8* (3), 303-310
Garcia, W. I., *8* (4), 446-454
Genshaft, J., *8* (3), 331-333
Geiken, K. C., *8* (2), 202-206; *8* (3), 247
Goodman, J. F., *8* (1), 47-62; *8* (2), 218-223
Gresham, F. M., *8* (4), 464-468

Hannah, M. E., *8* (4), 469-471
Harrington, R. G., *8* (3), 296-302
Hegerle, D., *8* (3), 339-343
Heider, J. P., *8* (3) 335-338
Hohenstil, T. H., *8* (2), 193-198
Hops, H., *8* (4), 370-381
Hyman, I. A., *8* (2), 174-180, 185-186
Hynd, G. W., *8* (4), 446-454

Johnson, G., *8* (4), 464-468
Johnson, S. B., *8* (4), 382-396

Kaplan, M. S., *8* (1), 119-121
Kaufman, A. S., *8* (1), 5-27
Kescher, M. P., *8* (3), 339-343
Kropf, C. A., *8* (3), 257-270

Landau, S. E., *8* (2), 202-206

Langhorn, J. E., Jr., *8* (2), 235-239

Levene, H. F., *8* (1), 124-126

Loney, J., *8* (2), 235-239

Lotz, S., *8* (3), 291-295

Matey, C. M., *8* (3), 248-256

Meichenbaum, D., *8* (4), 426-433

Mercer, J. R., *8* (1), 89-115

Nagle, R. J., *8* (3), 319-326; *8* (4), 464-468

Oakland, T., *8* (1), 63-71; *8* (2), 209-213

Paternite, C., *8* (2), 235-239

Phillips, C., *8* (3), 330-331

Ramage, J., *8* (2), 153-161

Rincover, A., *8* (4), 397-411

Sullivan, P. M., *8* (3), 271-290

Talley, R. C., *8* (1), 71-78

Thomas, B. K., *8* (4), 461-462

Tripp, J., *8* (4), 397-411

Vance, H. B., *8* (3), 333-334

Vernon, M., *8* (3), 271-290, 291-295

Wakefield, J. A., Jr., *8* (2), 232-233

Walker, H., *8* (4), 370-381

Wallbrown, F. H., *8* (4), 462-463

Wallbrown, J. D., *8* (2), 240-244

Ward, M., *8* (3), 331-333

1980

Alessi, G. J., *9* (1), 31-45

Alpert, J. L., *9* (3), 234-238

Bailey, B. S., *9* (2), 168-173

Barbrack, C. R., *9* (3), 239-246

Bardon, J. I., *9* (2), 159-167

Bear, G. G., *9* (2), 190-193

Belpedio, C. M., *9* (1), 94-95

Bersoff, D. N., *9* (2), 112-122

Boyd, L. A., *9* (2), 186-189

Bronfenbrenner, U., *9* (4), 294-297

Buktenica, N. A., *9* (3), 228-233

Bronson, S. K., *9* (4), 336-353

Carlson, C. I., *9* (1), 75-82

Catera, R., *9* (3), 283-289

Chase, C. H., *9* (2), 174-177

Cohen, R., *9* (4), 384

Condas, J., *9* (2), 154-158

Conoley, J. C., *9* (1), 83-89

Cook, V. J., *9* (4), 369-373

Coulter, W. A., *9* (1), 67-74

- Crowley, E., 9 (4), 391-395
Cushman, T., 9 (1), 93-94
- Dawson, D., 9 (3), 276
DuHoux, M. A., 9 (3), 279-283
- Eklund, S. J., 9 (1), 75-82
- Fagan, T. K., 9 (1), 90-92; 9 (2), 178-180;
9 (3), 273-275; 9 (4), 380-382
- Fairchild, T. N., 9 (3), 252-258
Ford, L., 9 (1), 99-102
- Guidubaldi, J., 9 (4), 374-379
- Heron, T. E., 9 (3), 283-289
Hobbs, B., 9 (3), 212-220
- Hoffman, L. W., 9 (4), 319-335
Hohenshil, T. H., 9 (4), 312-318
Hughes, J., 9 (1), 103-107
Hummel, D. L., 9 (4), 312-318
- Isaacson, D., 9 (1), 96-97
- Kagan, J., 9 (4), 298-311
Keller, H. R., 9 (1), 21-30
Kicklighter, R. H., 9 (2), 168-173
Kierscht, M. S., 9 (3), 279-283
Kratochwill, T. R., 9 (3), 199-206
- Lamb, M. E., 9 (4), 336-353
Lidz, C. S., 9 (3), 207-211
- MacMillan, D. L., 9 (2), 136-148
Madden, P. B., 9 (2), 149-153
Maddy-Bernstein, C., 9 (4), 312-318
Maher, C. A., 9 (3), 259-266
Meyers, C. E., 9 (2), 136-148
Mowder, B. A., 9 (1), 5-13
- Pantaleo, A., 9 (4), 387-390
Prasse, D. P., 9 (3), 267-272
- Reschly, D. J., 9 (2), 123-135
Reynolds, C. R., 9 (4), 385-386
Richards, H. C., 9 (2), 190-193
Rosenfield, S., 9 (1), 99-102
- Safer, N., 9 (3), 212-220
Sattler, J. M., 9 (2), 174-177
Schindler, R. A., 9 (2), 181-182
Scott, M., 9 (1), 75-82
Seitz, V., 9 (4), 354-368
Shaffer, M. B., 9 (3), 247-251
Smith, C. R., 9 (1), 46-57
Sprafkin, R. P., 9 (1), 14-20
- Trachtman, G. M., 9 (2), 184-185; 9 (3), 234-238
- Vance, B., 9 (2), 182-184
- Warden, P., 9 (4), 383
Wilson, C. C., 9 (1), 58-66
- Wise, P. S., 9 (3), 277-278
Wolfer, L., 9 (3), 276-277
Woytkewicz, S., 9 (1), 97-98
- Yoshida, R. K., 9 (3), 221-227
- Zigler, E., 9 (4), 354-368
- 1981**
- Abramowitz, E. A., 10 (2), 121-126
Ajchenbaum, M., 10 (3), 407-408
Alessi, G. J., 10 (4), 461-469
Amble, B. R., 10 (3), 402-403
Anderson, C., 10 (1), 82-90
- Baer, D. M., 10 (2), 259-270
Bardon, J. I., 10 (2), 297-306
Barton, E., 10 (1), 26-36
Behan, M., 10 (1), 62-64
Bergan, J. R., 10 (4), 434-444
Berger, M., 10 (3), 405-407
Bevan, W., 10 (2), 127-137
Billimoria, A., 10 (1), 62-64
Bowman, G. E., 10 (3), 394-395
Bowser, P. B., 10 (4), 452-454
Boyd, L. A., 10 (3), 404
Broughton, S., 10 (1), 26-36
Bushell, D., Jr., 10 (2), 259-270
- Cole, P., 10 (1), 65-71
Conway, T., 10 (4), 532-537
Curtis, M. J., 10 (4), 425-433
- Dean, R. S., 10 (3), 373-380
Dickinson, D. J., 10 (4), 525-531
Drake, E., 10 (1), 54-61
- Fagan, T. K., 10 (1), 91-95, 96-98; 10 (3), 396-398;
10 (4), 509-510
Fox, P., 10 (1), 65-71
- Gaddes, W. H., 10 (3), 322-330
Gerken, K. C., 10 (4), 470-479
Ginther, D., 10 (1), 100-103
Gresham, F. M., 10 (1), 104-107
Grimes, J. P., 10 (2), 206-231
Grubb, R. D., 10 (2), 243-258
- Haapmanen, R. M., 10 (3), 381-388
Hall, M., 10 (1), 45-53
Hartlage, L. C., 10 (3), 362-366
Henry, S., 10 (1), 4-14
Hodges, W., 10 (2), 290-296
Hopkins, R. A., 10 (1), 107-111
Horton, A. M., Jr., 10 (3), 367-372
Hynd, G. W., 10 (3), 389-393, 399-401; 10 (4), 480-486
- Jacobsen, B., 10 (4), 532-537
Judd, B., 10 (4), 494-498
Judd, B., Jr., 10 (4), 494-498

- Keogh, B., *10* (2), 278-284
 Kline, D., *10* (1), 65-71
 Kratochwill, T. R., *10* (4), 434-444
- Lambert, N., *10* (2), 194-205
 Lascurettes-Alessi, K. J., *10* (4), 461-469
 Leonard, J., *10* (1), 37-44
 Leys, W. L., *10* (4), 461-469
- Mace, F. C., *10* (4), 434-444
 Maher, C. A., *10* (4), 499-508
 McKernon, R. A., *10* (4), 522-524
 Murphy, J. P., *10* (4), 417-424
- Nagle, R. J., *10* (1), 104-107
 Nelson, D., *10* (1), 45-53
- OBlock, F. R., *10* (1), 62-64
 Obrzut, A., *10* (3), 356-361
 Obrzut, J. E., *10* (3), 331-342
 Owen, P., *10* (1), 26-36
- Peterson, D. R., *10* (2), 307-314
 Peterson, D. W., *10* (4), 445-451
 Pielstick, N. L., *10* (4), 480-486
 Pirozzolo, F. J., *10* (3), 350-355
 Plas, J., *10* (1), 72-81
 Poplin, M., *10* (1), 15-25
- Reynolds, C. R., *10* (3), 343-349, 407-408
 Robinson, G. A., *10* (4), 458-460
 Robinson, J. V., *10* (4), 532-537
 Rogulic, L. H., *10* (4), 513-514
 Rosenfield, S., *10* (2), 285-289; *10* (4), 487-493
- Sandoval, J., *10* (3), 381-388
 Sattler, J. M., *10* (3), 394-395
 Saudargas, R. A., *10* (3), 409-412
 Schakel, J. A., *10* (4), 480-486
 Sewell, T., *10* (2), 232-242
 Shellenberger, S., *10* (1), 54-61
 Simpson, R., *10* (1), 15-25
 Swerdlik, M. E., *10* (4), 514-522
- Tarpley, B. S., *10* (3), 409-412
 Tipton, M. F., *10* (4), 525-531
 Trachtman, G., *10* (2), 138-181
 Tucker, J., *10* (2), 271-277
 Turnbull, A., *10* (1), 37-44
- Vensel, D., *10* (2), 182-193
 Wise, P. S., *10* (1), 100-103
- Yager, G. G., *10* (4), 425-433
 Yanowitz, B., *10* (4), 455-457
- Zins, J. E., *10* (1), 107-111

1982

- Aaron, I. E., *11* (3), 251-256
 Alpert, J., *11* (2), 189-191
 Argulewicz, E. N., *11* (1), 90-95; *11* (3), 281-289
- Barbrack, C., *11* (4), 399-408
 Barclay, J. R., *11* (4), 370-376
 Bartlett, B. J., *11* (3), 221-229
 Benson, A. J., *11* (2), 136-143, 144-150
 Berlinghof, M., *11* (4), 409-416
 Braswell, L., *11* (1), 21-31
 Brown, D. T., *11* (2), 107-111, 161-185, 195-198
- Cameron, H. K., *11* (3), 343-344
 Cameron, W. F., *11* (3), 343-344
 Cardon, B. W., *11* (2), 107-111, 151-160, 195-198
 Cohen, R., *11* (1), 14-20
 Coulter, W. A., *11* (2), 107-111, 136-143, 144-150,
 161-185
 Craighead, W. E., *11* (1), 5-13
 Cummings, J. A., *11* (3), 336-337
- Daniels, T., *11* (4), 438-441
 DeMers, S. T., *11* (4), 370-376
 Driver, J., *11* (4), 464-466
 Durlak, J. A., *11* (1), 64-66
- Elliott, S. N., *11* (1), 90-95; *11* (3), 267-280
 Epstein, M. H., *11* (4), 384-390
- Fine, M. J., *11* (4), 391-398
 Freedman, M., *11* (4), 425-427
 Fry, M. A., *11* (3), 239-250
- Gallagher, M. M., *11* (1), 96-99
 Genshaft, J. L., *11* (1), 32-34; *11* (3), 338-341
 Gesten, E. L., *11* (1), 56-63
 Gettinger, M., *11* (3), 329-335
 Glat, M., *11* (4), 399-408
 Goh, D. S., *11* (4), 377-383
 Gresham, F. M., *11* (4), 428-432
 Guidubaldi, J., *11* (2), 127-131
- Hallahan, D. P., *11* (1), 35-41
 Hanson, D., *11* (4), 464-466
 Harris, J., *11* (3), 290-298
 Harris, L., *11* (3), 290-298
 Hart, S., *11* (2), 186-188
 Hartlage, L. C., *11* (3), 345-346
 Hyman, I., *11* (4), 409-416
- Janus, N. G., *11* (4), 453-458
 Jason, L. A., *11* (4), 417-424
 Jenson, G., *11* (4), 377-383
- Kazdin, A. E., *11* (1), 75-82
 Kehle, T. J., *11* (3), 342
 Kendall, P. C., *11* (1), 21-31
 Kennedy, R. E., *11* (1), 47-55

Klanderma, J. W., *11* (4), 463-464
 Kosiewicz, M. M., *11* (1), 35-41
 Kreutter, K., *11* (4), 409-416

Lagomarsino, L., *11* (3), 239-250
 Lahey, B. B., *11* (1), 67-74
 Lally, D., *11* (4), 409-416
 Lloyd, J., *11* (1), 35-41

Marston, D., *11* (3), 257-266
 Medway, F. J., *11* (4), 359-369
 Meyers, J., *11* (2), 107-111, 161-185
 Moore, C. L., *11* (3), 319-323
 Morris, C. W., *11* (1), 14-20

Nagle, R. J., *11* (4), 357-358, 359-369
 Nelson, R. B., *11* (3), 336-337

Ogilvy, J., *11* (2), 112-126

Pantaleo, A. P., *11* (4), 448-453
 Peterson, R. L., *11* (4), 433-437
 Petty, S. Z., *11* (2), 144-150
 Pickover, B., *11* (4), 399-408
 Pierse, W. C., *11* (3), 267-280
 Podolec, M., *11* (4), 453-458
 Poostay, E. J., *11* (3), 251-256
 Prior, J., *11* (4), 409-416

Roosa, L. W., *11* (4), 442-446

Sabatino, D. A., *11* (4), 377-383
 Samuels, S. J., *11* (3), 230-238
 Sanchez, D. T., *11* (3), 281-289
 Sattler, J. M., *11* (1), 83-88; *11* (3), 306-318
 Schleser, R., *11* (1), 42-46
 Shaffer, M., *11* (2), 132-135
 Smith, C. R., *11* (4), 433-437
 Spencer, D., *11* (1), 90-95
 Squire, L. S., *11* (1), 83-88
 Stephens, T. M., *11* (1), 103-104
 Stern, A., *11* (4), 409-416
 Strauss, C. C., *11* (1), 67-99

Thackwray, D., *11* (1), 42-46
 Tierney, R. J., *11* (3), 299-305
 Trachtmann, G. M., *11* (2), 192-194
 Tritapoe, J. K., *11* (1), 96-99

Vensel, D. S., *11* (4), 466-467

Ward, M., *11* (3), 338-341
 Weissberg, R. P., *11* (1), 56-63
 White, M. A., *11* (4), 433-437
 Wilson, J. R., *11* (3), 344-345
 Winikur, D. W., *11* (4), 438-441
 Witt, J. C., *11* (3), 221-229

Yanowitz, B., *11* (3), 346
 Ysseldyke, J. E., *11* (3), 257-266
 Zabel, R. H., *11* (4), 433-437

Zarske, J. A., *11* (3), 319-323, 324-328
 Zeeman, R. D., *11* (4), 459-461
 Zins, J. E., *11* (1), 102-103
 Zwald, L., *11* (4), 428-432

1983

Abelson, M. A., *12* (2), 125-136
 Altepeter, T., *12* (1), 106-109
 Anderlini, L. S., *12* (2), 160-167
 Bardon, J. I., *12* (2), 186-189
 Barclay, J. R., *12* (3), 228-239
 Barnett, D. W., *12* (4), 472-476
 Batsche, G. M., *12* (4), 440-445
 Book, R., *12* (1), 97-101
 Bossard, M. D., *12* (1), 50-56
 Bradley, M., *12* (2), 190-194
 Brassard, M. R., *12* (1), 93-97
 Cancelli, A. A., *12* (3), 340-346
 Carlson, C. L., *12* (3), 285-292
 Chandler, L. A., *12* (3), 260-265
 Chiron, R., *12* (1), 87-92
 Clement, D. B., *12* (4), 452-456
 Cleminshaw, H. K., *12* (3), 300-323
 Cohen, C., *12* (2), 205-211
 Conti, A. P., *12* (4), 435-439
 Coon, R., *12* (2), 205-211
 Cummings, J. A., *12* (4), 414-420
 Davies, M. V., *12* (4), 428-434
 Dean, R. S., *12* (3), 365-366
 Edelbrock, C., *12* (3), 293-299
 Elliott, S. N., *12* (1), 42-49
 Epstein, M. H., *12* (3), 337-339; *12* (4), 457-459
 Exner, J. E., Jr., *12* (4), 407-413
 Finkle, L., *12* (1), 75-81
 Fleming, D. C., *12* (2), 144-149
 Fleming, E. R., *12* (2), 144-149
 Fuller, G. B., *12* (3), 240-243
 Gavilo, H. M., *12* (4), 467-472
 Genshaft, J. L., *12* (2), 150-159
 Gerken, K., *12* (1), 87-92
 Gilberg, J. A., *12* (3), 346-350
 Goh, D. S., *12* (3), 240-243
 Goldstein, S., *12* (1), 97-101
 Gresham, F. M., *12* (1), 26-34; *12* (2), 195-199
 Grimes, L., *12* (1), 82-87
 Guidubaldi, J., *12* (3), 300-323
 Gutkin, T. B., *12* (1), 50-56
 Hannah, M. E., *12* (1), 12-25
 Hanson, D., *12* (1), 75-81, 112-113
 Harrington, R., *12* (2), 213-215, 215-216
 Hart, D. H., *12* (4), 428-434
 Hawryluk, M. K., *12* (2), 180-185
 Henk, W. A., *12* (1), 71-74

- Hostetler, S., *I2* (1), 75-81
 Illback, R. J., *I2* (4), 460-466
 Jackson, J., *I2* (1), 62-70
 Jensen, B., *I2* (2), 199-204
 Johnston, J., *I2* (3), 350-357
 Kabler, M. L., *I2* (2), 150-159
 Kaufman, F., *I2* (2), 212-213
 Kehle, T. J., *I2* (1), 93-97; *I2* (4), 428-434
 Kipps, D., *I2* (1), 112-113
 Knoff, H. M., *I2* (4), 391-398, 446-451
 Koppitz, E. M., *I2* (4), 421-427
 Lachar, D., *I2* (4), 399-406
 LaCombe, J. A., *I2* (4), 399-406
 Lahey, B. B., *I2* (3), 285-292
 Lambert, N. M., *I2* (3), 367-371
 Lazarus, P. J., *I2* (1), 62-70; *I2* (4), 467-472
 Lemoine, R., *I2* (2), 205-211
 Mace, F. C., *I2* (3), 340-346
 Maher, C. A., *I2* (2), 180-185; *I2* (4), 460-466
 Malouf, D., *I2* (1), 1-11
 Manos, M. J., *I2* (3), 340-346
 Martin, L. S., *I2* (4), 407-413
 Martin, R. P., *I2* (1), 35-41; *I2* (3), 266-273
 Mason, G. E., *I2* (1), 71-74
 McDermott, P. A., *I2* (3), 250-259
 McLoughlin, C. A., *I2* (3), 300-323
 Moore, J. W., *I2* (4), 467-472
 Mulick, J. A., *I2* (4), 452-456
 Naglieri, J., *I2* (2), 216-217
 Nieminen, G. S., *I2* (3), 337-339; *I2* (4), 457-459
 Oakland, T., *I2* (1), 57-61
 Obrzut, J. E., *I2* (4), 414-420
 Paget, K. D., *I2* (3), 324-336
 Perry, J. D., *I2* (3), 300-323
 Peterson, D. W., *I2* (4), 440-445
 Pfeiffer, S. I., *I2* (2), 168-173
 Pliner, S., *I2* (1), 12-25
 Poteat, G. M., *I2* (4), 476-480
 Poth, R., *I2* (4), 472-476
 Prout, H. T., *I2* (4), 377-383
 Pryzwansky, W. P., *I2* (2), 174-179
 Quay, H. C., *I2* (3), 244-249
 Rankin, R., *I2* (3), 274-284
 Readence, J. E., *I2* (1), 71-74
 Reynolds, C. R., *I2* (2), 190-194; *I2* (3), 324-336; *I2* (4), 481-488
 Rzepski, B., *I2* (2), 174-179
 Sattler, J. M., *I2* (4), 384-390
 Schimek, N., *I2* (1), 101-105
 Scholwinski, E., *I2* (3), 346-350
 Schroer, N. A., *I2* (1), 111-112; *I2* (2), 218-219
 Shepp, M., *I2* (2), 199-204
 Snow, J. H., *I2* (1), 110-111
 Tittler, B. L., *I2* (2), 168-173
 Tyler, A., *I2* (1), 93-97
 Vukovich, D. H., *I2* (3), 358-364
 Walker, H. M., *I2* (3), 274-284
 White, J., *I2* (4), 476-480
 Williamson, D., *I2* (2), 205-211
 Witt, J. C., *I2* (1), 42-49
 Woodman, R. W., *I2* (2), 125-136
 Yoshida, R. K., *I2* (2), 137-143
 Zartler, A. S., *I2* (4), 452-456
- ### 1984
- Abbatiello, A., *I3* (1), 89-94
 Abel, J. F., *I3* (1), 119
 Alexander, P. A., *I3* (4), 529-533
 Allen, C. T., *I3* (1), 26-32
 Alper, T. G., *I3* (3), 375-380
 Anderson, W. T., *I3* (2), 225-230
 Ashcraft, P., *I3* (1), 107-110
 Bagnato, S. J., *I3* (1), 7-16
 Bailey-Richardson, B., *I3* (4), 499-502
 Bates, S., *I3* (3), 254-255; *I3* (4), 536-537
 Bertzing, B. H., *I3* (4), 515-518
 Bracken, B. A., *I3* (1), 49-60
 Brandt, E. A., *I3* (1), 74-82
 Brantley, J. C., *I3* (4), 449-454
 Brassard, M. R., *I3* (1), 41-44
 Brion-Meisels, S., *I3* (3), 278-291
 Brown, D. T., *I3* (2), 225-230; *I3* (4), 455-460
 Brown, R. T., *I3* (2), 231-237
 Bubb, J., *I3* (2), 192-203
 Buchholz, E. S., *I3* (1), 99-106
 Butterfield, P., *I3* (2), 183-191
 Carroll, J. L., *I3* (3), 339-341
 Caterino, L. C., *I3* (4), 515-518
 Christenson, S., *I3* (3), 397-405
 Clark, J. H., *I3* (1), 117-118
 Clark, R. D., *I3* (4), 461-468
 Couch, K. W., *I3* (2), 211-215
 Cozy, H. B., *I3* (1), 113-115
 Cullinan, D., *I3* (3), 381-384
 Cummings, J. A., *I3* (1), 33-40, 45-48
 Darveaux, D. X., *I3* (4), 510-514
 Dean, R. S., *I3* (1), 95-98
 Delamater, A. M., *I3* (2), 192-203
 DeLong, V., *I3* (1), 121-122
 Delugach, F. J., *I3* (2), 216-220
 Eisenberg, N., *I3* (3), 267-277
 Elliott, S. N., *I3* (1), 117-118; *I3* (3), 292-301
 Epstein, M. H., *I3* (3), 381-384

- Fagan, T. K., *13* (1), 120-121; *13* (2), 216-220
 Fisher, E. B., Jr., *13* (2), 192-203
 Fleming, D. C., *13* (4), 535-536
 Forman, S. G., *13* (1), 26-32; *13* (2), 162-170
 French, D. C., *13* (3), 331-338
 Fuller, G. B., *13* (2), 221-224
 Geary, D. C., *13* (3), 375-380
 Genshaft, J., *13* (3), 405-407
 German, M. L., *13* (3), 415-416
 Graden, J., *13* (3), 397-405
 Green, J. W., *13* (2), 204-210
 Goldstein, A. P., *13* (3), 311-323
 Gresham, F. M., *13* (1), 17-25; *13* (3), 292-301, 385-390
 Harrington, R. G., *13* (3), 363-374, 413-415;
13 (4), 540-541
 Harris, J. D., *13* (3), 267-277
 Heath, C. S., *13* (4), 473-477
 Henderson, M., *13* (4), 541-542
 Hohenshil, T. H., *13* (2), 225-230; *13* (4), 503-509
 Illback, R. J., *13* (4), 519-525
 Jennings, S. M., *13* (3), 375-380
 Jenson, W. R., *13* (1), 107-110
 Kamphaus, R. W., *13* (4), 491-498, 537-538
 Kaufman, A., *13* (3), 408-410
 Kaufman, N., *13* (1), 111-113
 Katz, M. A., *13* (1), 99-106
 Kicklighter, R. H., *13* (4), 499-502
 Knoff, H. M., *13* (2), 249-253
 Koh, T. H., *13* (1), 89-94
 Kratochwill, T. R., *13* (3), 331-338
 Lahey, B. B., *13* (4), 485-490
 Lazarus, P. J., *13* (3), 412-413
 Lemanek, K. L., *13* (3), 385-390
 Lozano, R., *13* (4), 491-498
 Lyon, M. A., *13* (2), 238-243
 Maher, C. A., *13* (4), 519-525
 Marek, B. K., *13* (4), 544
 Martens, B. K., *13* (4), 478-484
 Matson, J. L., *13* (3), 381-384
 McCallum, R. S., *13* (1), 49-60
 McCullough, C. S., *13* (4), 429-439
 McKay, G., *13* (2), 183-191
 McLoughlin, C. S., *13* (1), 89-94
 McShane, D. A., *13* (1), 61-73, 83-88
 Meyers, J., *13* (3), 397-405
 Moe, G. L., *13* (3), 391-396
 Moran, M. P., *13* (4), 537
 Moscato, E. M., *13* (1), 33-40, 45-48
 Moursund, D., *13* (4), 440-448
 Murphy, J. J., *13* (4), 543-544
 Myers, L. S., *13* (3), 417-418
 Neeper, R., *13* (4), 485-490
 O'Malley, P. L., *13* (2), 162-170
 Papert, S., *13* (4), 422-428
 Pentz, M. A., *13* (3), 311-323
 Perry, C. L., *13* (2), 141-149
 Peters, C., *13* (2), 183-191
 Petersen, N. J., *13* (3), 391-396
 Petersen, P. B., *13* (1), 107-110
 Plas, J. M., *13* (1), 61-73, 83-88
 Prasse, D. P., *13* (1), 49-60
 Preator, K. K., *13* (1), 107-110
 Presbury, J., *13* (2), 255-256; *13* (4), 541-542
 Prout, H. T., *13* (4), 533-534, 534-535
 Rankin, R. E., *13* (2), 221-224
 Rathjen, D. P., *13* (3), 302-310
 Remer, R., *13* (2), 244-248
 Reschly, D. J., *13* (3), 405-407
 Reynolds, C. R., *13* (2), 254; *13* (3), 410-411,
411-412; *13* (4), 526-529
 Reynolds, W. M., *13* (2), 171-182
 Rosemier, R. A., *13* (3), 381-384
 Rzepka, G., *13* (4), 538-539
 Schwartz, N. H., *13* (1), 115-117
 Selman, R. L., *13* (3), 278-291
 Severson, H. H., *13* (2), 150-161
 Shellenberger, S., *13* (2), 211-215
 Shultz, D. D., *13* (3), 375-380
 Swassing, C. S., *13* (2), 183-191
 Taylor, D., *13* (4), 537
 Thomas, A., *13* (4), 469-472
 Thompson, P. L., *13* (1), 41-44
 Thompson, W., *13* (2), 204-210
 Vance, B., *13* (4), 539-540
 Wacker, D. P., *13* (3), 324-330
 Warren-Boulton, E., *13* (2), 192-203
 Wenck, L. S., *13* (4), 429-439
 Witt, J. C., *13* (4), 478-484
 Woodcock, R. W., *13* (3), 342-354, 355-362
 Wynne, M. E., *13* (2), 231-237
 Ysseldyke, J., *13* (3), 397-405
- 1985**
- Abel, R. R., *14* (2), 236-238
 Ajchenbaum, M., *14* (2), 230-235
 Amara, I. A., *14* (3), 373-377
 Argulewicz, E. N., *14* (1), 75-78; *14* (2), 236-238
 Barabas, G., *14* (2), 182-187
 Bardon, J. I., *14* (1), 118-120
 Bartholomew, K. L., *14* (2), 222-229
 Benson, A. J., *14* (1), 64-74; *14* (4),
Bracken, B. A., 14 (1), 21-36
Brady, H. V., 14 (2), 216-221
Brassard, M. R., 14 (3), 291-299, 388-390
Browder, D. M., 14 (2), 188-195
Burnham, J., 14 (4), 438-443

- Carr, E. G., *14* (2), 171-176
Carstens, A. A., *14* (1), 48-63
Chase, J. B., *14* (2), 150-154
Christian, W. P., *14* (2), 177-181
Clark, J. H., *14* (2), 230-235
Crowel, R. L., *14* (3), 360-372
Cummings, J. A., *14* (4), 429-437

Davis, J. M., *14* (3), 313-324
Durand, V. M., *14* (2), 171-176

Fagan, T. K., *14* (1), 121-124; *14* (3), 378-382;
 14 (4), 444-451
Ferguson, B. A., *14* (1), 37-47
Fong, P. L., *14* (2), 161-165
Frank, B. B., *14* (2), 196-203
Fuller, G. B., *14* (4), 521-530
Furlong, M. J., *14* (2), 242

Geary, D. C., *14* (3), 383-384
Germain, R. B., *14* (3), 291-299
Gilger, J. W., *14* (3), 383-384
Goldman, R. K., *14* (3), 280-290
Gresham, F. M., *14* (4), 495-509
Grew, R. S., *14* (3), 373-377
Gutkin, T. B., *14* (2), 230-235

Hannah, M. E., *14* (4), 510-520
Hardy, B. S., *14* (3), 300-312
Harris, S. L., *14* (2), 162-165
Hart, S. N., *14* (3), 291-299, 385
Helge, D., *14* (4), 402-420
Huebner, E. S., *14* (2), 239-241; *14* (4), 429-437
Hughes, J. N., *14* (1), 64-74; *14* (4), 444-451

Ilgen, E. R., *14* (3), 373-377
Ingraham, C. L., *14* (3), 266-279

Kaiser, S. M., *14* (4), 457-470
Keith, T. Z., *14* (1), 9-20; *14* (3), 351-359
Kinder, R., *14* (3), 385-387
King, M. J., *14* (3), 280-290
King, P. V., *14* (1), 37-47
Konanc, J. T., *14* (3), 373-377

Kramer, J. J., *14* (4), 452-456
Krantz, P. J., *14* (2), 143-149
Kratochwill, T. R., *14* (1), 84-93, 94-107;
 14 (2), 204-215

Latham, G., *14* (4), 438-443
Lentz, F. E., *14* (2), 188-195; *14* (3), 325-338
Lifson, S. A., *14* (3), 339-350
Luce, S. C., *14* (2), 177-181

Matthews, W. S., *14* (2), 182-187
McClannahan, L. E., *14* (2), 143-149
McConaughy, S. H., *14* (4), 479-494
McCready, K. F., *14* (4), 471-478
McLeskey, J., *14* (4), 429-437
Midlarsky, E., *14* (4), 510-520
Miller, D. C., *14* (1), 75-78
Mishra, S. P., *14* (1), 37-47
Moore, D. K., *14* (2), 243-244
Morris, R. J., *14* (1), 84-93, 94-107
Mrazek, P. J., *14* (3), 387-388

Olley, J. G., *14* (2), 166-170

Page, E. B., *14* (3), 351-359
Paterno, I., *14* (1), 79-83
Peters, G. J., *14* (4), 452-456
Power, T. J., *14* (2), 222-229
Powers, M. D., *14* (2), 155-161; *14* (3), 360-372

Rosenthal, S. L., *14* (2), 166-170
Ross-Reynolds, G., *14* (3), 300-312

Sandoval, J., *14* (3), 257-265
Schuster, S. A., *14* (2), 236-238
Scruggs, T. E., *14* (3), 339-350
Shapiro, E. S., *14* (3), 325-338

Taylor, R. L., *14* (1), 79-83
Thomas, A. R., *14* (4), 521-530
Trachtmann, G. M., *14* (1), 108-117
Travis, L. W., *14* (4), 521-530

Warren, N. J., *14* (3), 373-377
Woodman, R. W., *14* (4), 457-470

SUBJECT INDEX

- AAMD Adaptive Behavior Scale**, 1979, 8(2), 232-233
- ABIC** (see *System of Multicultural Pluralistic Assessment*)
- abuse**, 1981, 10(1), 62-64, 65-71; 1983, 12(1), 93-97; 14(3), 385-390
- adaptive behavior**, 1979, 8(1), 63-70, 122-124; 1979, 8(2), 209-213, 232-233; 1980, 9(1), 67-74, 168-173; 1984, 13(4), 478-484
- adolescents**, 1979, 8(3), 333-334; 1980, 9(2), 186-189; 1982, 11(4), 359-369, 370-376, 377-383, 384-390, 391-398, 399-408, 409-416, 417-424, 425-427; 1983, 12(3), 350-357; 1983, 12(4), 421-427; 1984, 13(2), 150-161, 204-210; 1984, 13(3), 278-291, 381-384; 1985, 14(3), 300-312
- adulthood**, 1979, 8(2), 193-198
- aggression**, 1982, 11(1), 47-55
- alternate educational plan**, 1982, 11(3), 336-337
- American Indian**, 1979, 8(4), 446-454; 1984, 13(1), 61-73, 74-82; 1984, 13(1), 83-88
- anorexia nervosa**, 1984, 13(2), 183-191
- annual**, 1984, 13(4), 534-535
- anxiety**, 1981, 10(1), 104-107; 1983, 12(2), 190-194; 1984, 13(2), 162-170; 1985, 14(1), 75-78
- attitude treatment interaction**, 1981, 10(3), 343-349
- autistic**, 1979, 8(4), 397-411; 1984, 13(1), 107-110; 1985, 14(2), 166-170
- behavioral assessment**, 1980, 9(1), 94-95, 97-98; 1980, 9(3), 199-206; 1983, 12(1), 42-49; 1983, 12(3), 240-243; 14(3), 325-338
- behavior disorder**, 1979, 8(4), 348-354, 355-369, 370-381, 434-445; 1980, 9(1), 5-13; 1980, 9(3), 276-277; 1981, 10(4), 522-524; 1982, 11(1), 102-103; 1982, 11(4), 425-427, 433-437, 466-467; 1983, 12(2), 195-199; 1983, 12(3), 250-259; 1983, 12(4), 384-390; 1984, 13(2), 171-182, 183-191, 221-224; 1984, 13(4), 510-514; 1985, 14(4), 495-509
- behavioral game**, 1979, 8(3), 339-343; 1984, 13(4), 510-514
- behavioral therapy**, 1982, 11(4), 466-467; 1984, 13(1), 17-25; 1984, 13(4), 533-534
- Bender-Gestalt**, 1981, 10(3), 394-395
- bias**, (also see Larry P.), 1981, 10(4), 514-522; 1984, 13(1), 89-94; 1985, 14(1), 79-83
- bibliographies**, 1981, 10(1), 100-103
- bilingual**, 1982, 11(3), 281-289
- blind**, 1979, 8(3), 257-270; 1980, 9(4), 391-395; 1982, 12(3), 338-344
- Boder**, 1984, 13(4), 526-529, 529-533
- brain**, 1981, 10(3), 373-380, 399-401; 1983, 12(2), 216-217, 218-219
- bulimia**, 1984, 13(2), 183-191
- career**, 1980, 9(4), 383
- case study**, 1985, 14(2), 204-215, 216-221
- cerebral palsy**, 1982, 11(3), 324-328
- checklists**, 1983, 12(3), 244-249
- Child Behavior Checklist**, 1985, 14(4), 479-494
- Children's Manifest Anxiety Scale**, 1983, 12(3), 324-336; 1985, 14(2), 236-238
- CIPP**, 1983, 12(3), 346-350
- cognitive behavioral assessment**, 1979, 8(4), 426-433; 1982, 11(1), 5-13, 14-20, 21-31, 32-34, 47-55, 64-66, 67-74, 75-82, 90-95
- cognitive relabeling**, 1982, 11(4), 448-453
- competencies**, 1981, 10(4), 434-444
- computers**, 1984, 13(4), 422-428, 429-439, 440-448, 449-454, 455-460, 461-468, 469-472, 473-477
- Connors Abbreviated Teacher Rating Scale**, 1983, 12(3), 337-339; 1983, 12(4), 457-459
- consultation**, 1980, 9(3), 283-289; 1981, 10(1), 104-107; 1981, 10(3), 407-408; 1982, 11(4), 467-468; 1983, 12(1), 35-41, 42-49, 50-56; 1983, 12(2), 174-179; 1983, 12(3), 340-346; 1983, 12(4), 476-480; 1985, 14(2), 222-229, 230-235; 1985, 14(4), 471-478
- counseling**, 1980, 9(3), 276; 1982, 11(4), 391-398, 453-458; 1984, 13(4), 515-518; 1985, 14(3), 257-265, 266-279, 280-290, 291-299, 300-312, 313-324
- deaf**, 1984, 13(1), 99-106; 1984, 13(3), 385-390

- deaf-blind**, 1979, *8*(3), 291-295
- Dependent group contingencies**, 1983, *12*(2), 195-199
- depression**, 1984, *13*(2), 171-182
- developmental disabilities**, 1985, *14*(2), 143-149, 150-154, 155-161, 162-165, 177-181
- Developmental Profile II**, 1984, *13*(3), 415-417
- diabetes**, 1984, *13*(2), 192-203
- Diagnostic Statistical Manual III** (see DSM-III)
- digraphs**, 1983, *12*(1), 101-105
- divorce**, 1981, *10*(1), 45-53, 54-61; 1983, *12*(3), 300-323; 1984, *13*(1), 121-122; 1985, *14*(3), 280-290, 373-377
- DRL**, 1982, *11*(4), 428-432
- drug use**, 1979, *8*(4), 412-425; 1984, *13*(2), 150-161
- DSM-III**, 1983, *12*(4), 384-390; 1985, *14*(2), 242
- dyslexia**, 1981, *10*(3), 356-361; 1984, *13*(2), 254
- ecological approaches**, 1980, *9*(1), 75-82; 1980, *9*(4), 294-297
- educational assessment** (also see specific instruments), 1979, *8*(1), 124-126; 1979, *8*(3), 330-331; 1980, *9*(1), 46-57; 1984, *13*(3), 408-409, 409-410, 410-411, 411-412, 412-413, 413-415
- ELP** (see System of Multicultural Pluralistic Assessment)
- emotional disturbance**, 1979, *8*(4), 348-354, 355-369, 434-445; 1980, *9*(1), 5-13; 1980, *9*(3), 276-277; 1981, *10*(4), 522-524; 1982, *11*(1), 102-103; 1982, *11*(4), 425-427, 433-437, 466-467; 1983, *12*(2), 195-199; 1983, *12*(3), 250-259; 1983, *12*(4), 384-390; 1984, *13*(2), 171-182, 183-191, 221-224
- emotive imagery**, 1980, *9*(2), 186-189
- encopresis**, 1983, *12*(1), 82-87; 1984, *13*(2), 238-243
- enuresis**, 1983, *12*(1), 97-101
- epilepsy**, 1985, *14*(2), 196-203
- Estimated Learning Potential** (see SOMPA)
- ethical**, 1980, *9*(3), 267-272; 1983, *12*(4), 452-456
- Expressive One-Word Picture Vocabulary Test**, 1983, *12*(1), 106-109
- extended school year**, 1985, *14*(2), 188-195
- extinction**, 1983, *12*(2), 205-211
- family**, 1980, *9*(4); 1983, *12*(2), 168-173
- fathers**, 1980, *9*(4), 336-353
- fears**, 1979, *8*(4), 382-396; 1985, *14*(1), 84-93, 94-107
- Florida**, 1983, *12*(1), 62-70
- gifted students**, 1983, *12*(2), 190-194, 212-213
- handbooks**, 1980, *9*(1), 93-94, 96-97; 1982, *11*(3), 342; 1982, *11*(4), 464-466
- Hart Sentence Completion Test for Children**, 1983, *12*(4), 428-434
- health**, 1984, *13*(2), 141-149
- hearing impaired**, 1979, *8*(3), 271-290
- high incidence**, 1984, *13*(2), 231-237
- high schools**, 1982, *11*(4), 359-369, 370-376, 377-383, 384-390, 391-398, 399-408, 409-416, 417-424, 425-427
- history**, 1981, *10*(2), 121-126; 1981, *10*(4), 512; 1982, *11*(2), 107-111; 1983, *12*(1), 62-70; 1984, *13*(2), 216-220
- home-based contingencies**, 1981, *10*(1), 26-36; 1983, *12*(2), 195-199
- Homework**, 1985, *14*(3), 351-359
- hyperactivity**, 1981, *10*(3), 405-407; 1982, *11*(3), 345-346; 1983, *12*(2), 199-204
- IEP** (see individual educational program)
- impulsivity**, 1982, *11*(1), 42-46
- individual educational program**, 1980, *9*(3), 207-211; 1984, *13*(4), 519-525
- inservice**, 1983, *12*(2), 160-167
- intellectual development**, 1980, *9*(4), 384
- interdependent contingencies**, 1980, *11*(2), 190-193
- internships**, 1981, *10*(4), 461-469
- interview**, 1983, *12*(1), 42-49, 213-215, 255-256
- Jastak**, 1981, *10*(4), 494-498
- Joseph Preschool and Primary Self Concept Test**, 1981, *10*(3), 402-403
- K-ABC**, 1985, *14*(1), 9-20, 21-36
- Kaufman** (see K-ABC)
- Koppitz**, 1981, *10*(3), 394-395

- knowledge-linkers**, 1982, *11*(3), 221-228
- law**, 1979, *8*(1), 119-121; 1980, *9*(2), 112-122, 123-135, 136-148, 149-153, 154-158, 159-167; 1980, *9*(4), 387-390; 1982, *11*(1), 96-99; 1982, *11*(3), 306-318; 1982, *11*(4), 468-469; 1984, *13*(1), 89-94
- learning disabilities**, 1981, *10*(3), 350-355, 373-380, 399-401; 1982, *11*(3), 319-323, 329-336; 1983, *12*(3), 337-339
- Learning Efficiency Test**, 1985, *14*(2), 243-244
- least restrictive environment**, 1981, *10*(4), 513-514; 1983, *12*(3), 274-284; 1985, *14*(4), 521-530
- legal**, 1979, *8*(1), 119-121; 1980, *9*(2), 112-122, 123-135, 136-148, 149-153, 154-158, 159-167; 1980, *9*(4), 387-390; 1982, *11*(1), 96-99; 1982, *11*(3), 306-318; 1982, *11*(4), 468-469; 1984, *13*(1), 89-94
- LOC** (see locus of control)
- locus of control**, 1983, *12*(1), 87-92
- low incidence**, 1979, *8*(3), 248-256
- LPAD**, 1984, *13*(1), 99-106
- LRE** (see least restrictive environment)
- Luria-Nebraska Neuropsychological Battery-Children's Revision**, 1984, *13*(3), 375-380; 1985, *14*(3), 383-384
- maternal employment**, 1980, *9*(4), 312-318, 319-335
- McCarthy**, 1979, *8*(3), 319-326; 1982, *11*(1), 83-88
- medication**, 1981, *10*(3), 404
- mental retardation**, 1980, *9*(2), 112-122, 123-135, 136-148, 149-153, 154-158; 1982, *11*(4), 453-458; 1983, *12*(1), 87-92; 1983, *12*(2), 205-211; 1984, *13*(1), 119
- motivation**, 1983, *12*(1), 1-11; 1984, *13*(4), 510-514
- multidisciplinary**, 1983, *12*(2), 125-136, 137-143, 144-149, 150-159, 160-167, 168-173, 174-179, 180-185, 186-189; 1984, *13*(1), 7-16; 1985, *14*(4), 457-470
- multiple baseline**, 1981, *10*(4), 525-531
- multitrait-multimethod**, 1983, *12*(1), 26-34; 1984, *13*(3), 391-396
- mutism**, 1983, *12*(4), 467-472
- NASP**, 1979, *8*(1), 128-132
- National Association of School Psychologists** (see NASP)
- New Jersey**, 1982, *11*(4), 438-441
- neuropsychology**, 1981, *10*(3), 322-330, 331-342, 343-349, 350-355, 356-361, 362-366, 367-372, 373-380, 381-388, 389-393; 1983, *12*(2), 216-217, 218-219; 1983, *12*(3), 365-366
- norms**, 1984, *13*(4), 491-498
- observation**, 1980, *9*(1), 21-30, 31-45
- Olympia Proceedings**, 1982, *11*(2), 107-214
- organizational assessment**, 1980, *11*(1), 83-89
- overcorrection**, 1984, *13*(1), 107-110; 1985, *14*(3), 360-372
- paradoxical treatment**, 1982, *11*(3), 324-328
- parents**, 1979, *8*(3), 331-333; 1979, *8*(4), 355-369; 1980, *9*(2), 184-185; 1980, *9*(4), 319-335, 336-353; 1981, *10*(1), 15-25, 37-44, 45-53, 82-90, 100-103; 1982, *11*(3), 344-345; 1982, *11*(4), 464-466; 1984, *13*(1), 113-115, 117-119
- parent training**, 1980, *9*(2), 184-185; 1980, *9*(3), 252-258; 1981, *10*(1), 4-14, 15-25, 26-36, 37-44; 1982, *11*(4), 464-466; 1983, *12*(2), 195-199; 1984, *13*(1), 113-115, 117-119
- Peabody Picture Vocabulary Test**, 1983, *12*(1), 112-113; 1984, *13*(1), 49-60
- pediatrics**, 1985, *14*(2), 182-187
- peers**, 1984, *13*(1), 115-117
- Perkins-Binet Test**, 1982, *11*(3), 338-341
- personality**, 1983, *12*(3), 228-239, 240-243, 244-249, 250-259, 260-265, 266-273, 274-284, 285-299; 1983, *12*(4), 391-398, 399-406; 1984, *13*(1), 95-98
- Personality Inventory for Children**, 1983, *12*(4), 399-406
- phobia**, 1980, *9*(2), 186-189; 1981, *10*(1), 104-107; 1985, *14*(1), 84-93, 94-107
- politics**, 1985, *14*(1), 108-117
- PPVT** (see Peabody Picture Vocabulary Test)
- Prader-Willi syndrome**, 1979, *8*(1), 133-136
- preschool**, 1979, *8*(3), 303-310; 1979, *8*(3), 311-318; 1981, *10*(3), 402-403; 1982, *11*(1), 96-99; 1983, *12*(4), 472-476; 1984, *13*(3), 363-374
- prevention**, 1983, *12*(3), 228-239
- profoundly handicapped**, 1983, *12*(1), 75-81

- private practice**, 1982, *11*(4), 442-446
- projective assessment**, 1983, *12*(3), 358-364; 1983, *12*(4)
- Project Probe**, 1981, *10*(4), 532-537
- promotion**, 1985, *14*(1), 48-63
- psychoeducational**, 1980, *9*(3), 276; 1983, *12*(2), 213-215; 1984, *13*(4), 499-502; 1985, *14*(1), 9-20, 21-36; 1985, *14*(2), 239-241
- psychopathology**, 1980, *9*(3), 276-277
- questionnaires**, 1980, *11*(1), 58-66
- rating scales**, 1983, *12*(3), 285-292, 293-299
- reading**, 1982, *11*(3), 221-228, 230-238, 239-250, 251-256, 257-266, 267-280, 281-289, 290-298, 299-305; 1983, *12*(1), 71-74
- reinforcement**, 1981, *10*(4), 525-531
- relaxation therapy**, 1983, *12*(4), 472-476
- reliability**, 1983, *12*(3), 324-336
- retardation**, 1980, *9*(2), 112-122, 123-135, 136-148, 149-153, 154-158; 1982, *11*(4), 453-458; 1983, *12*(1), 87-92; 1983, *12*(2), 205-211; 1984, *13*(1), 119
- retention**, 1985, *14*(1), 48-63
- rewards**, 1983, *12*(1), 1-11
- roles**, 1979, *8*(2), 162-167, 168-173, 174-180, 181-183, 183-185, 185-186, 199-201, 202-206; 1980, *9*(4), 387-390; 1981, *10*(1), 37-44, 72-81; 1981, *10*(2), 138-181; 1981, *10*(4), 417-424; 1982, *11*(4), 438-441, 442-446, 468-469; 1983, *12*(3), 350-357; 1984, *13*(2), 225-230; 1985, *14*(1), 64-74
- Rorschach**, 1983, *12*(4), 407-413
- rural**, 1985, *14*(4), 402-420, 421-428, 429-437, 438-443, 444-451, 452-456
- satisfaction**, 1981, *10*(1), 91-95; 1984, *13*(2), 225-230; 1985, *14*(2), 216-221
- Sattler**, 1979, *8*(3), 296-302
- secondary schools** (see high schools)
- self-concept**, 1982, *11*(4), 459-461
injurious, 1985, *14*(2), 171-176
management, 1981, *10*(4), 487-493
monitoring, 1983, *12*(1), 87-92
report, 1985, *14*(1), 75-78
- separation**, 1981, *10*(1), 54-61; 1984, *13*(1), 121-122
- service delivery**, 1985, *14*(3), 378-382
- sexual abuse**, 1983, *12*(1), 93-97; 1985, *14*(3), 385-390
- SHARP test**, 1984, *13*(2), 254-255
- shyness**, 1983, *12*(1), 111-112
- siblings**, 1985, *14*(4), 510-520
- social emotional assessment**, 1983, *12*(4), 377-383
- social skills**, 1980, *9*(1), 14-20; 1983, *12*(4), 476-480; 1984, *13*(3), 267-277, 292-301, 302-310, 311-323, 324-330, 331-338, 339-341
- social systems**, 1981, *10*(4), 499-508
- SOMPA** (see System of Multicultural Pluralistic Assessment)
- Spring Hill Symposium**, 1981, *10*(2), 113-318
- Stanford-Binet**, 1980, *9*(2), 174-177
- STEPPS**, 1980, *9*(3), 252-258
- Stress Response Scale**, 1983, *12*(3), 260-265
- suicide**, 1985, *14*(3), 313-324
- supervision**, 1981, *10*(4), 417-424; 1981, *10*(4), 425-433, 434-444, 445-451, 455-457, 458-460, 461-469
- survey**, 1981, *10*(1), 62-64; 1983, *12*(3), 300-323; 1984, *13*(2), 225-230
- System of Multicultural Pluralistic Assessment**, 1979, *8*(1), 28-36, 37-46, 47-62, 63-70, 71-78, 79-88, 89-115; 1979, *8*(2), 207-209, 209-213, 213-218, 218-223; 1981, *10*(3), 394-395; 1983, *12*(1), 57-61
- talented students**, 1983, *12*(2), 212-213
- teacher ratings**, 1984, *13*(4), 485-490; 1985, *14*(1), 75-78, 79-83
- teacher training**, 1984, *13*(1), 26-32
- temperament**, 1983, *12*(3), 266-273
- test-wiseness**, 1985, *14*(3), 339-350
- ties**, 1983, *12*(4), 472-476
- training**, 1984, *13*(3), 397-405, 405-406, 406-407; 1985, *14*(1), 121-124
- truancy**, 1979, *8*(4), 464-468; 1981, *10*(4), 532-537
- typologies**, 1983, *12*(3), 250-259
- validity**, 1983, *12*(1), 57-61
- visually impaired**, 1979, *8*(3), 257-270; 1980, *9*(4), 391-395; 1982, *11*(3), 338-341

vocational, 1984, *13*(4), 503-509

WISC-R, 1979, *8*(1), 5-27; 1979, *8*(1), 79-88; 1980, *9*(2), 182-184; 1980, *9*(4), 385-386; 1982, *11*(3), 319-323; 1983, *12*(1), 57-61, 110-111; 1984, *13*(1), 61-73, 83-88, 89-94; 1985, *14*(1), 37-47

withdrawn, 1981, *10*(3), 409-412

witness, 1980, *9*(4), 387-390

Woodcock-Johnson, 1984, *13*(1), 33-40, 41-44, 45-48; 1984, *13*(3), 342-354, 355-362

ZEIS, 1984, *13*(3), 417-418

Zeitlin Early Identification Screening, (see **ZEIS**)

TITLE INDEX

1979

Volume 8, No. 1

WISC-R research: Implications for interpretation, 5-27

The System of Multicultural Pluralistic Assessment, 28-36

The SOMPA: A system of measuring potential abilities? 37-46

Is tissue the issue? A critique of SOMPA's models and tests, 47-62

Research on the Adaptive Behavior Inventory for Children and the estimated learning potential, 63-70

Evaluating the effects of implementing the System of Multicultural Pluralistic Assessment: A qualitative perspective, 71-78

In defense of the IQ test, 79-88

In defense of racially and culturally non-discriminatory assessment, 89-115

Ethical and legal issues, 119-121

Adaptive behavior: Concepts and measurements, 122-124

Psychological and educational assessment of minority children, 124-126

The impact of self-modeling on problem behaviors in school-aged children, 128-132

Prader-Willi syndrome: Two case studies, 133-136

Volume 8, No. 2

History of the National Association of School Psychologists: The first decade, 140-152

National survey of school psychologists: Update, 153-161

Debate: Will the real school psychologist please stand up?

Part 1, 162-167; Part 2, 168-173; Part 3, 174-180

Reactions to the debate: Will the real school psychologist please stand up? 181-186

Commentary on Brown and Hyman, 181-183

Commentary on Bardon and Hyman, 183-185

Commentary on Bardon and Brown, 185-186

The school psychologist and collective bargaining: The brokerage of influence and professional concerns, 187-192

Adulthood: New frontier for vocational school psychology, 193-198

Increasing a world of understanding in school psychology through international communication and cooperation, 199-201

Requiem for the testing role? 202-206

SOMPA — A symposium continued: Commentaries, 207-209

Research on the ABIC and ELP: A revisit to an old topic, 209-213

The algebra works — but what does it mean? 213-218

"Ignorance" versus "stupidity" — the basic disagreement, 218-223

AAMD Adaptive Behavior Scale — Public School Version, 232-233

An alternative teacher consultation model: A case study, 235-239

The occupational implications of learning patterns, 240-244

Volume 8, No. 3

Procedural guidelines for low incidence assessment, 248-256

Psychological tests used with blind and visually handicapped persons, 257-270

Psychological assessment of hearing impaired children, 271-290

Psychological evaluation and testing of children who are deaf-blind, 291-295

A review of Sattler's modifications of standard intelligence tests for use with handicapped children, 296-302

Bridging the gap from preschool to school for the disadvantaged child, 303-310

Preschool psychology: A personal view, 311-318

- The McCarthy Scales of Children's Abilities: Research implications for the assessment of young children, 319-326
- Assessment in special and remedial education*, 330-331
- Parents speak out: Views from the other side of the two-way-mirror*, 331-333
- Teaching and the learning disabled adolescent*, 333-334
- Time with the psychologist as a reinforcement for work completion, 335-338
- A behavioral game for the reduction of inappropriate classroom behaviors, 339-343
- Volume 8, No. 4**
- Definitional and prevalence problems in behavior disorders of children, 348-354
- Empirical classification of children's behavior disorders: Progress based on parent and teacher ratings, 355-369
- The class program for acting out children: R&D procedures, program outcomes, and implementation issues, 370-381
- Children's fears in the classroom setting, 382-396
- Management and education of autistic children, 397-411
- Using stimulant drugs in the classroom, 412-425
- Cognitive behavior modification with children, 426-433
- Primary prevention of behavioral disorders in the schools, 434-445
- Intellectual assessment of the native American student, 446-454
- Mental health consultation in the schools*, 461-462
- Case studies in clinical and school psychology*, 462-463
- Truancy intervention among secondary special education students, 464-468
- A problem-solving group for teachers: A school-wide intervention strategy, 469-471
- Pre-intervention assessment of behavior disordered children: Where does the school psychologist stand? 5-13
- The assessment of social skills: An overview, 14-20
- Issues in the use of observational assessment, 21-30
- Behavioral observation for the school psychologist: Responsive-discrepancy model, 31-45
- Assessment alternatives: Non-standardized procedures, 46-57
- Behavioral assessment: Questionnaires, 58-66
- Adaptive behavior and professional disfavor: Controversies and trends for school psychologists, 67-74
- Ecological theory and method for behavioral assessment, 75-82
- Organizational assessment, 83-89
- Behavioral assessment: A practical handbook*, 93-94
- Principles of behavioral assessment*, 94-95
- Handbook of behavioral assessment*, 96-97
- Behavioral assessment: New directions in clinical psychology*, 97-98
- An intervention in a "special" class, 99-103
- A case study in behavioral consultation: Organizational factors, 103-107
- Volume 9, No. 2**
- P. v. Riles: Legal perspective, 112-122
- Psychological evidence in the Larry P. opinion: A case of right problem — wrong solution? 123-135
- Larry P.: An educational interpretation, 136-148
- Intelligence test on trial, 149-153
- Personal reflections on the Larry P. trial and its aftermath, 154-158
- School psychology: The post Larry P. era, 159-167
- A direct measure of adaptive behavior, 168-173
- Determining areas of strengths and weaknesses on the Stanford-Binet, 174-177
- Consultation, strategy for improving education*, 181-182
- Intelligence testing with the WISC-R*, 182-184
- Parent conferences in the schools: Procedures for developing effective partnership*, 184-185
- Emotive imagery in the behavioral management of adolescent school phobia: A case approach, 186-189

An interdependent group-oriented contingency system for improving academic performance, 190-193

Volume 9, No. 3

Behavioral assessment of academic and social problems: Implications for the individual education program, 199-206

Assessment for development and implementation of the individual educational program, 207-211

Developing, implementing, and evaluating individualized educational programs, 212-220

Multidisciplinary decision making in special education: A review of issues, 221-227

Special education and school psychology: Whither the relationship, 228-233

School psychological consultation in the eighties. Relevance for the delivery of special services, 234-238

Program consultation: A framework for development and improvement of special education and related services, 239-246

Implementation: The neglected step between program planning and program evaluation, 247-251

STEPPS: A model for the evaluation of school psychological services, 252-258

Evaluating organizational effectiveness of special service departments: Comparison of two models, 259-266

School psychology, special education and program evaluation: ethical and professional concerns, 267-272

Fundamentals of individual appraisal: Assessment techniques for counselors, 276

Psychopathological disorders of childhood, 276-277

School psychology: Perspectives and issues, 277-278

Preparing the mainstream: Changing children's attitudes toward the disabled, 279-283

Teacher consultation: A functional approach, 283-289

Volume 9, No. 4

Ecology of childhood, 294-297

Influences of the family, 298-311

The impact of work patterns upon family development, 312-318

The effects of maternal employment on the academic attitudes and performance of school-aged children, 319-335

Fathers in the context of family influences: Past, present, and future, 336-353

Early childhood intervention programs: A reanalysis, 354-368

The influence of home and family on the development of literacy in children, 369-373

The status report extended: Further elaborations on the American family, 374-379

How to help your child plan a career, 383

Charting intellectual development, 384

Two commercial interpretive systems for the WISC-R, 385-386

School psychologists as expert witnesses in due process hearings — Are we ready? 387-390

Growing up virtually blind: A self-report, 391-395

1981

Volume 10, No. 1

Current dimensions of parent training, 4-14

Parents as agents of change, 15-25

Home-based contingency systems for school problems, 26-36

Parent involvement in special education: Emerging advocacy roles, 37-44

Responsive parenting: one approach for teaching single parents parenting skills, 45-53

Children of separation and divorce: A review of school programs and implications for the psychologist, 54-61

National survey of involvement of school psychologists with child abuse, 62-64

Child abuse and neglect: The school psychologist's role, 65-71

The psychologist in the school community: A liaison role, 72-81

The handicapped child's effects on parent-child relations: A useful model for school psychologists, 82-90

- Teacher satisfaction with school psychologist services: Is there a study behind the data? 91-95
- Parent conferences: A brief commentary and an annotated bibliography, 100-103
- Treating school phobia using behavioral consultation: A case study, 104-107
- Referral out: Increasing the number of kept appointments, 107-111
- Volume 10, No. 2**
- School psychology: A historical perspective, 121-126
- On coming of age among the professions, 127-137
- On such a full sea, 138-181
- Assuming responsibility for the future of school psychology, 182-193
- School psychology training for the decades ahead or rivers, streams and creeks — currents and tributaries to the sea, 194-205
- Shaping the future of school psychology. 206-231
- Shaping the future of school psychology: Another perspective, 232-242
- Shaping the future of school psychology: A reaction, 243-258
- The future of behavior analysis in the schools? Consider its recent past, and then ask a different question, 259-270
- The emperor's new clothes are hand-me-downs, 271-277
- Ask a different question: Expect a different answer, 278-284
- Small group synthesis, group A, 285-289
- Small group synthesis, group B, 290-296
- Small group synthesis, group C, 297-306
- Overall synthesis of Spring Hill Symposium on the Future of Psychology in the Schools, 307-314
- Volume 10, No. 3**
- Neuropsychology, fact or mythology, educational help or hindrance? 322-330
- Neuropsychological assessment in the schools, 331-342
- Neuropsychological assessment and the habilitation of learning: Considerations in the search for the aptitude X treatment interaction, 343-349
- Language and brain: Neuropsychological aspects of developmental reading disability, 350-355
- A neuropsychological case report of a child with auditory-linguistic dyslexia, 356-361
- Clinical application of neuropsychological test data: A case study, 362-366
- Behavioral neuropsychology in the schools, 367-372
- Cerebral dominance and childhood learning disorders: Theoretical perspectives, 373-380
- A critical commentary on neuropsychology in the schools: Are we ready? 381-388
- Rebuttal to the critical commentary on neuropsychology in the schools, 389-393
- A comparison between Koppitz and SOMPA norms for the Koppitz Developmental Bender-Gestalt Scoring System, 394-395
- Learning disabilities and brain function*, 399-400
- QNST: Quick Neurological Screening Test*, 401
- The Joseph Pre-school and Primary Self Concept Screening Test*, 402-403
- Children on medication: A primer for school personnel*, 404
- Remediating hyperkinetic behavior with impulse control procedures, 405-407
- A brief case study using behavioral consultation for behavior reduction, 407-408
- An intervention for a withdrawn child based on teacher recorded levels of social interaction, 409-412
- Volume 10, No. 4**
- Roles, functions and competencies of supervisors of school psychologists, 417-424
- A systems model for the supervision of school psychological services, 425-433
- Practitioner competencies needed for implementation of behavioral psychology in the schools: Issues in supervision, 434-444
- Games in school psychology supervision, 445-451
- On school psychology supervision, 452-454
- I want a supervisor, 455-457
- Supervisor effectiveness: Perceptions of a first year psychologist, 458-460

- Internships in school psychology: Supervision issues, 461-469
- The paraprofessional and the school psychologist: Can this be an effective team? 470-479
- Continuing professional development in school psychology: Current status, 480-486
- Self-managed professional development, 487-493
- The Jastak system: Dangerous nonsense, 494-498
- Intervention with school social systems: A behavioral-systems approach, 499-508
- Implementing learning in the least restrictive environment: Handicapped children in the mainstream*, 513-514
- Bias in mental testing*, 514-522
- The emotionally disturbed child in the classroom: The orchestration of success*, 522-524
- The use of covert positive reinforcement on assignments completed: A multiple baseline design, 525-531
- Project Probe: A student conducted study of truancy: Effect of involvement on participants, 532-537
- 1982**
- Volume 11, No. 1**
- A brief clinical history of cognitive-behavior therapy with children, 5-13
- Cognitive considerations in cognitive behavior modification, 14-20
- Assessment for cognitive-behavioral interventions in the schools, 21-31
- The use of cognitive behavior therapy for reducing math anxiety, 32-34
- Reading comprehension: Cognitive training contributions, 35-41
- Impulsivity: A clinical-developmental perspective, 42-46
- Cognitive-behavioral approaches to the modification of aggressive behavior in children, 47-55
- Considerations for developing effective school-based social problem-solving (SPS) training programs, 56-63
- Use of cognitive-behavioral interventions by paraprofessionals in the schools, 64-66
- Some considerations in evaluating the clinical utility of cognitive behavior therapy with children, 67-74
- Current developments and research issues in cognitive-behavioral interventions: A commentary, 75-82
- Scoring difficulty of the McCarthy Scales of Children's Abilities, 83-88
- Application of a cognitive-behavioral intervention for improving classroom attention, 90-95
- Public law and the young child: Serving babies in the public schools, 96-99
- Psychological disorders of children*, 102-103
- Educating handicapped children: The legal mandate*, 103-104
- Volume 11, No. 2**
- Introduction and historical background, 107-111
- The forces shaping the 1980's, 112-126
- Transcending future shock: Invariant principles for school psychology, 127-131
- Improving the shape of school psychology: A practitioner's viewpoint, 132-135
- Current issues in school psychology: Opinion X impact matrices, 136-143
- The Olympia program process, 144-150
- Synthesis of the scenarios: The future: A context for present planning, 151-160
- Analysis of the action plans, 161-185
- Reactions to Olympia: School psychology takes the driver's seat, 186-188
- Synthesis at Olympia conference, 189-191
- Olympia synthesis paper: What have we accomplished? 192-194
- Synthesis and Editorial comment, 195-198
- Volume 11, No. 3**
- School psychologists as knowledge-linkers in the solution of children's reading problems, 221-228
- Understanding the reading process, 230-238
- Factors that influence reading: A developmental perspective, 239-250

- Reading problems of children: The perspectives of reading specialists, 251-256
- A critical analysis of standardized reading tests, 257-266
- Direct assessment of reading skills: An approach which links assessment to intervention, 267-280
- Considerations in the assessment of reading difficulties in bilingual children, 281-289
- Basal reading programs and the school psychologist, 290-298
- Essential considerations for developing basic reading comprehension skills, 299-305
- The psychologist in court: Personal reflections of one expert witness in the case of Larry P., et al. v. Wilson Riles, et al., 306-318
- Recategorized WISC-R scores for non-handicapped, learning disabled, educationally disadvantaged and regular classroom Navajo children, 319-323
- The treatment of temper tantrums in a cerebral palsied child: A paradoxical intervention, 324-328
- Improving classroom behaviors and achievement of learning disabled children using direct instruction, 329-336
- The alternative educational plan (AEP), 336-337
- A review of the Perkins-Binet Tests of Intelligence for the Blind with suggestions for administration, 338-341
- Handbook on parent education*, 342
- The complete guide to taking tests*, 343-344
- Changing the behavior of handicapped children: A guide to working with parents*, 344-345
- Hyperactive children: The social ecology of identification and treatment*, 345-346
- Observing and recording children's behavior*, 346
- Volume 11, No. 4**
- Issues in providing psychological services at the high school level, 350-369
- Classroom climate, student characteristics, and achievement in the secondary schools, 370-376
- Psychological assessment of handicapped adolescents, 377-383
- Special education programs for the handicapped adolescent, 384-390
- Issues in adolescent counseling, 391-398
- Preventive and educative programs within the high school, 399-408
- Discipline in the high school: Organizational factors and roles for the school psychologist, 409-416
- Community-based approaches in preventing adolescent problems, 417-424
- Day treatment for emotionally disturbed adolescents: Follow-up and analysis of the effect of placement, 425-427
- Behavioral consultation in a secondary class: Using DRL to decrease negative verbal interactions, 428-432
- Availability and usefulness of assessment information for emotionally disabled students, 433-437
- Trends in the role and function of New Jersey school psychologists, 438-441
- The prodigal school psychologist: One psychologist's journey into the world of private practice and back, 442-446
- The use of cognitive relabeling as a coping skill in the treatment of a case of social/evaluative anxiety, 448-453
- Counseling mentally retarded students in the public school, 453-458
- Creating change in academic self-concept and school behavior in alienated secondary school students, 459-461
- School psychology: Issues and answers*, 463-464
- Parent education: An intervention handbook*, 464-466
- Therapies for school behavior problems*, 466-467
- 1983**
- Volume 12, No. 1**
- Do rewards reduce student motivation? 1-11
- Teacher attitudes toward handicapped children: A review and syntheses, 12-25
- Multitrait-multimethod approach to multifaceted assessment: Theoretical rationale and practical application, 26-34

- Consultant, consultee, and client explanations of each others behavior in consultation, 35-41
- Assessment in behavioral consultation: The initial interview, 42-49
- The relationship of consultant skill and school organizational characteristics with teacher use of school based consultation services, 50-56
- Concurrent and predictive validity estimates for the WISC-R IQ's and ELP's by racial-ethnic and SES groups, 57-61
- Sunset - sunrise: The history of school psychology licensure in Florida, 62-70
- A reaction to reading assessment and intervention: A broadening of perspective, 71-74
- The assessment of profoundly handicapped children, 75-81
- Application of the self-regulatory model in dealing with encopresis, 82-87
- The effects of a self-monitoring technique on the locus of control orientation of educable mentally retarded children, 87-92
- Sexually abused children: Identification and suggestions for intervention, 93-97
- A functional model for the treatment of primary enuresis, 97-101
- Errorless discrimination training of digraphs with a learning-disabled student, 101-105
- A discussion of the Expressive One-Word Picture Vocabulary Test*, 106-109
- Straight talk about mental tests*, 110-111
- The shy child*, 111-112
- Test review: The revised PPVT, 112-113
- Volume 12, No. 2**
- Review of research on team effectiveness: Implications for teams in schools, 125-136
- Are multidisciplinary teams worth the investment? 137-143
- Problems in implementation of the team approach: A practitioner's perspective, 144-149
- Structuring decision-making in multidisciplinary teams, 150-159
- An inservice for improving team participation in educational decision-making, 160-167
- Utilizing the multidisciplinary team to facilitate a school-family systems orientation, 168-173
- School-based teams: An untapped resource for consultation and technical assistance, 174-179
- Framework and guidelines for utilization of teams in schools, 180-185
- Viewpoints on multidisciplinary teams in schools, 186-189
- Emotional stability of intellectually superior children versus nongifted peers as estimated by chronic anxiety levels, 190-194
- Use of a home-based dependent group contingency system in controlling destructive behavior: A case study, 195-199
- A comparison of the treatment effects of an operant strategy, a cognitive strategy, and a combined approach with a hyperactive boy, 199-204
- A practical application of sensory extinction for reducing the disruptive classroom behavior of a profoundly retarded child, 205-211
- Psychoeducational development of gifted and talented learners*, 212-213
- The clinical interview of the child*, 213-215
- School psychology: Issues and answers*, 215-216
- Left brain, right brain*, 216-217
- Left brain, right brain*, 218-219
- Volume 12, No. 3**
- Moving toward a technology of prevention: A model and some tentative findings, 228-239
- Current practices in the assessment of personality and behavior by school psychologists, 240-243
- A dimensional approach to behavior disorder: The revised behavior problem checklist, 244-249
- A syndromic typology for analyzing school children's disturbed social behavior, 250-259
- The Stress Response Scale: An instrument for use in assessing emotional adjustment reactions, 260-265
- Temperament: A review of research with implications for the school psychologist, 266-273

- Assessing the behavioral expectations and demands of less restrictive settings, 274-284
- Factor structure of teacher rating scales for children, 285-292
- Problems and issues in using rating scales to assess child personality and psychopathology, 293-299
- The impact of parental divorce on children: Report of the nationwide NASP study, 300-323
- National normative and reliability data for the revised Children's Manifest Anxiety Scale, 324-336
- Reliability of the Conners Abbreviated Teacher Rating Scale across raters and across time: Use with learning disabled students, 337-339
- Increasing teacher delivery of contingent praise and contingent materials using consultant feedback and praise, 340-346
- Improving the utility of school psychological reports through evaluation using Stufflebeam's CIPP model, 346-350
- Psychologist as negotiator in system contracts with adolescents, 350-357
- The use of projective assessment by school psychologists, 358-364
- Neuropsychology assessment and the school-age child: Issues and procedures*, 365-366
- Handbook of school psychology*, 367-371
- Volume 12, No. 4**
- School psychologists and social-emotional assessment techniques: Patterns in training and use, 377-383
- Identifying and classifying disturbed children in the schools: Implications of DSM-III for school psychology, 384-390
- Personality assessment in the schools: Issues and procedures for school psychologists, 391-398
- Objective personality assessment: The Personality Inventory for Children and its applications in the school setting, 399-406
- The Rorschach: A history and description of the comprehensive system, 407-413
- The projective approach to personality assessment: An analysis of thematic picture techniques, 414-420
- Projective drawings with children and adolescents, 421-427
- Effectiveness of sentence completion techniques: A review of the Hart Sentence Completion Test for Children, 428-434
- Implementing interventions from projective findings: Suggestions for school psychologists, 435-439
- School psychology and projective assessment: A growing incompatibility, 440-445
- Justifying projective/personality assessment in school psychology: A response to Batsche and Peterson, 446-451
- Ethical considerations for school psychologists in planning for special needs children, 452-456
- Reliability of the Conners Abbreviated Teacher Rating Scale across raters and across time: Use with learning disabled students, 457-459
- Planning for organizational change in schools: Alternative approaches and procedures, 460-466
- The treatment of elective mutism in children within the school setting: Two case studies, 467-472
- Reduction of a behavioral tic with a preschooler using relaxation and self-control techniques across settings, 472-476
- Improving kindergarten student's social skills through consultation and teacher directed activities, 476-480
- Some new and some unusual psychological and educational measures: Description and evaluation, 481-488
- 1984**
- Volume 13, No. 1**
- Team congruence in developmental diagnosis and intervention: Comparing clinical judgment and child performance measures, 7-16
- Behavioral interventions in school psychology: Issues in psychometric adequacy and research, 17-25
- Efficacy of methods of training teachers in behavior modification, 26-32
- Research on the Woodcock-Johnson Psycho-Educational Battery: Implications for practice and future investigations, 33-40
- Cummings and Moscato soft on Woodcock-Johnson, 41-44

- Reply to Thompson and Brassard, 45-48
- Peabody Picture Vocabulary Test — Revised: An appraisal and review, 49-60
- The cognitive functioning of American Indian children: Moving from the WISC to the WISC-R, 61-73
- The cognitive functioning of American Indian children: A critique of McShane and Plas, 74-82
- Response to a critique of the McShane & Plas review of American Indian performance on the Wechsler intelligence scales, 83-88
- Cultural bias in WISC subtest items: A response to Judge Grady's suggestion in relation to the PASE case, 89-94
- Commentary on personality assessment in the schools: The special issue, 95-98
- Use of the LPAD for cognitive enrichment of a deaf child, 99-106
- Overcorrection and alternative response training in the reduction of an autistic child's inappropriate touching, 107-110
- Linking developmental assessment and curricula: Prescriptions for early intervention*, 111-113
- Conferencing parents of exceptional children*, 113-115
- The utilization of classroom peers as behavior change agents*, 115-117
- Helping the noncompliant child: A clinician's guide to parent training*, 117-119
- The handbook of clinical types in mental retardation*, 119
- Psychology and education: The state of the union*, 120-121
- Children of separation and divorce — management and treatment*, 121-122
- Volume 13, No. 2**
- Health promotion at school: Expanding the potential for prevention, 141-149
- Adolescent social drug use: School prevention program, 150-161
- School stress and anxiety interventions, 162-170
- Depression in children and adolescents: Phenomenology, evaluation and treatment, 171-182
- Assessment and treatment of anorexia nervosa and bulimia in school age children, 183-191
- Diabetes management in the school setting: The role of the school psychologist, 192-203
- A physician/psychologist team approach to children and adolescents with recurrent somatic complaints, 204-210
- The school psychologist's pivotal role in promoting the health and well-being of children, 211-215
- Literary origins of the term, "school psychologist", 216-220
- Personality differences between learning disabled and emotionally impaired children, 221-224
- Job satisfaction among practicing school psychologists: A national study, 225-230
- Assessment of high incidence learning disorders: Isolating measures with high discriminant ability, 231-237
- Positive reinforcement and logical consequences in the treatment of classroom encopresis, 238-243
- Personal approaches to stress reduction: A workshop, 244-248
- Stimulus control, Paraprofessionals, and appropriate playground behavior, 249-253
- Dyslexia research and its applications to education*, 254
- SHARP test and SHARP competency skills kit*, 254-255
- Effective interviewing: Techniques and analysis*, 255-256
- Volume 13, No. 3**
- Social competence: A developmental perspective, 267-277
- Early adolescent development of new interpersonal strategies: Understanding and intervention, 278-291
- Assessment and classification of children's social skills: A review of methods and issues, 292-301
- Social skills training for children: Innovations and consumer guidelines, 302-310
- Psychological skill training and the aggressive adolescent, 311-323
- Training moderately and severely mentally handicapped children to use adaptive social skills, 324-330

- Social skills training for withdrawn children, 331-338
- Developments in social competence and social skills: Opportunities for school psychology, 339-341
- A response to some questions raised about the Woodcock-Johnson I. The mean score discrepancy issue, 342-354
- A response to some questions raised about the Woodcock-Johnson II. Efficacy of the aptitude clusters, 355-362
- Preschool screening: The school psychologist's perspective, 363-374
- The diagnostic accuracy of the Luria-Nebraska Neuropsychological Battery — Children's Revision for 9 to 12 year old learning disabled children, 375-380
- Behavior problems of mentally retarded and nonretarded adolescent pupils, 381-384
- Social skills training with a deaf adolescent: Implications for placement and programming, 385-390
- A multimethod assessment and intervention with a socially rejected child, 391-396
- A national survey on students' and practitioners' perceptions of training, 397-405
- A reaction to "A national survey on students' and practitioners' perceptions of training", 405-406
- A reaction to "A national survey on students' and practitioners' perceptions of training", 406-407
- Review of *Assessment of children's intelligence and special abilities* (second edition), 408-409
- Review of *Assessment in special and remedial education* (special edition), 409-410
- Review of *Diagnosing learning problems* (3rd Ed.), 410-411
- Review of *Psychoeducational assessment: Integrating concepts and techniques*, 411-412
- Review of *Behavioral assessment of childhood disorders*, 412-413
- Review of *The psychoeducational assessment of preschool children*, 413-415
- Review of *Developmental profile II*, 415-417
- Review of *Zeitlin early identification screening (ZEIS)*, 417-418
- Volume 13, No. 4
- New theories for new learnings, 422-428
- Current microcomputer applications in school psychology, 429-439
- Microcomputer technical overview, 440-448
- Computers and school psychology training, 449-454
- Automated assessment systems in school and clinical psychology: Present status and future directions, 455-460
- Handicapped children and computers, 461-468
- Issues and concerns for microcomputer uses in school psychology, 469-472
- Software selection and evaluation: A personal perspective, 473-477
- Adaptive behavior: Tests and assessment issues, 478-484
- Identification of two dimensions of cognitive deficits through the factor analysis of teacher ratings, 485-490
- Developing local norms for individually administered tests, 491-498
- Psychological assessment: Tasks and time, 499-502
- The vocational aspects of school psychology: 1974-1984, 503-509
- The good behavior game plus merit: Controlling disruptive behavior and improving student motivation, 510-514
- Group counseling with elementary students, 515-518
- An approach to implementing IEP evaluation in public schools, 519-525
- Review I, *Psychometric characteristics of the Boder Test of Reading-Spelling Patterns: Take one giant step backwards*, 526-529
- Review II, *Enlarging the gap between theory and practice: A review of the Boder Test of Reading Spelling Patterns*, 529-533
- A comparative review of child behavior therapy books, 533-534
- Advances in school psychology*, Vol. 1, 534-535
- Troubled children/troubled systems, 533-536
- Mainstreaming the learning disabled adolescent, 536-537
- Role playing in the curriculum, 537
- Problem solving and learning disabilities: An information processing approach, 537-538
- Teaching behavioral self-control to students, 538-539

- Reading disabilities: The interaction of reading, language, and neuropsychological deficits, 539-540**
- Personality assessment, 540-541**
- Laterality: Functional Asymmetry in the Intact Brain, 541-542**
- Psychological research in the classroom, 543-544**
- School consultation, 544**
- Developmental disabilities: The family and the school, 162-165**
- Current issues in school services for children with autism, 166-170**
- Self-injurious behavior: Motivating conditions and guidelines for treatment, 171-176**
- Behavioral self-help training for developmentally disabled individuals, 177-181**
- Recent advances in developmental pediatrics related to achievement and social behavior, 182-187**
- Extended school year services: From litigation to assessment and evaluation, 188-195**
- Psycho-social aspects of educating epileptic children: Roles for school psychologists, 196-203**
- Case study research in school psychology, 204-215**
- A case study method of assessing consumer satisfaction with school psychological services, 216-221**
- Getting uncaught in the middle: A case study in family-school system consultation, 222-229**
- Impact of organizational variables on the delivery of school-based consultation services: A comparative case study approach, 230-235**
- Reliability and content validity of the Children's Anxiety Scale for anglo-American and Mexican-American kindergarten children, 236-238**
- The influence of rural, suburban, and urban student background and school setting upon psycho-educational decisions, 239-241**
- Review of *PL 94-142 as applied to DSM-III diagnosis* by Jane E. Slenkovich, 242**
- Review of: The Learning Efficiency Test, 243-244**
- Volume 14, No. 3**
- Crisis counseling: Conceptualizations and general principles, 257-265**
- Cognitive-affective dynamics of crisis intervention for school entry, school transition and school failure, 266-279**
- Counseling children of divorce, 280-290**
- Suicidal crises in schools, 313-324**
- Crisis intervention for maltreated children, 291-299**
- Crisis counseling for disparate adolescent sexual dilemmas: Pregnancy and homosexuality, 300-312**
- 1985**
- Volume 14, No. 1**
- Questioning the K-ABC: What does it measure?, 9-20**
- A critical review of the Kaufman Assessment Battery for Children (K-ABC), 21-36**
- Research with the Wechsler Digit Span Subtest: Implications for assessment, 37-47**
- Retention and social promotion for the exceptional child, 48-63**
- Perceptions of role definition processes in school psychology: A national survey, 64-74**
- Self-reported and teachers' rankings of anxiety among first-grade children, 75-78**
- The relationship of teacher ratings and IQ: A question of bias? 79-83**
- Behavioral treatment of children's fears and phobias: A review, 84-93**
- Conceptual and methodological issues in the behavioral assessment and treatment of children's fears and phobias, 94-107**
- Repressers, sensitizers and the politics of school psychology, 108-117**
- Response to Trachtman's article, 118-120**
- The quantitative growth of school psychology programs in the United States, 121-124**
- Volume 14, No. 2**
- Some next steps in rights protection for the developmentally disabled, 143-149**
- Assessment of developmentally disabled children, 150-154**
- Behavioral assessment and the planning and evaluation of interventions for developmentally disabled children, 155-161**

- Assessing academic behavior: A behavioral approach, 325-338
- Current conceptions of test-wiseness: Myths and realities, 339-350
- Homework works at school: National evidence for policy changes, 351-359
- The educative effects of positive practice overcorrection: Acquisition, generalization, and maintenance, 360-372
- Time since separation: Another perspective on the NASP study of divorce, 373-377
- Sources for the delivery of school psychological services during 1890-1930, 378-382
- Test review: *The Luria-Nebraska Neuropsychological Battery — Children's Revision: An instrument for school psychologists?*, 383-384
- Videotape review: *Child sexual abuse: What your child should know*, 385-390
- Volume 14, No. 4**
- The challenge of rural school psychology, 400-401
- The school psychologist in the rural education context, 402-420
- School psychology service configurations: A regional approach, 421-428
- Issues in the preservice preparation of rural school psychology, 429-437
- Innovative methods for serving rural handicapped children, 438-443
- Rural school psychology: Perspectives on lessons learned and future directions, 444-451
- What we know about rural school psychology: A brief review and analysis, 452-456
- Multidisciplinary teams and group decision-making techniques: Possible solutions to decision-making problems, 457-470
- Differentiation of transference versus theme interference in consultee-centered case consultation, 471-478
- Using the child Behavior Checklist and related instruments in school-based assessment of children, 479-494
- Behavior disorder assessment: Conceptual, definition, and practical considerations, 495-509
- Siblings of the handicapped: A literature review for school psychologists, 510-520
- Handicapped students in the least restrictive environment: A Longitudinal study, 521-530